

**Improving Instruction Through Performance Appraisal:
A Handbook of Evaluation Procedures
for Certified Staff**



Taking Tradition to the Next Level

Fort Thomas Independent Schools
Fort Thomas, Kentucky

Approved by the Fort Thomas Board of Education on April 12, 2010
Approved by the Kentucky Department of Education on September 6, 2005
Reviewed and Revised April, 2010

Certified School Personnel Evaluation Plan

Assurances

The Fort Thomas Independent School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and certified in the use of appropriated evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative conferences with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

Each person evaluated will be provided the opportunity for a review of the summative evaluation by the Local District Evaluation Appeals Panel. Provision is made for the right to review all documentation presented to the Appeals Panel and to the represented at the appeals.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on April 12, 2010.

John Williamson
Superintendent

Date

Karen Allen
Chairperson, Board of Education

Date

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Certified School Personnel Evaluation Plan

Name of District	Fort Thomas Independent
Telephone Number	859-781-3333 859-442-4015 (Fax)
Address	28 North Fort Thomas Ave. Fort Thomas, KY 41075
Superintendent	John Williamson
Evaluation Contact Person	Ben Lusk

Members of Evaluation Planning Committee

Original Committee Members

Administrator Committee Members

John Williamson	Assistant Superintendent for Teaching & Learning
Clay Beekley	Principal, Johnson Elementary School
Diana Stratton	Principal, Woodfill Elementary School
Brian Robinson	Asst. Principal, Highlands High School
Jerry Wissman	Asst. Principal, Highlands Middle School
Ann Meyer	Guidance Counselor, Highlands High School

Teacher Committee Members

Janet Jackson	Media Specialist, Highlands High School
Kent Juett	Teacher, Highlands High School
Teri D'Ambrosio	Teacher, Highlands Middle School
Tracie Malone	Teacher, Moyer Elementary School
Tina Reynolds	Teacher, Woodfill Elementary School

Revision Committee Members

Administrator Committee Members

Ben Lusk	Director of Teaching & Learning
Jon Stratton	Principal, Johnson Elementary School
Diana Stratton	Principal, Woodfill Elementary School
Brian Robinson	Principal, Highlands High School
Mary Adams	Principal, Highlands Middle School
Diana McGhee	District Technology Coordinator

Teacher Committee Members

Janet Jackson	Media Specialist, Highlands High School
Julie Kuhnhein	Teacher, Highlands High School
Judy Manning	Teacher, Highlands Middle School
Kim Schnier	Teacher, Johnson Elementary School
Lisa Bowman	Teacher, Johnson Elementary School
Dawn Hils	Teacher, Woodfill Elementary School

Introduction

The need to provide quality educational services is of paramount importance to all who have responsibilities for their delivery. Board of Education members, administrators, teachers and all others engaged in the educational enterprise are obligated to hold themselves accountable for their performance. In fulfilling this obligation, the need for an evaluation process that will contribute more positively to this end is self-evident.

Personnel evaluation is an important tool school districts utilize to help assure the public, community, parents and students that providing a quality education is foremost. Evaluation system accountability lies primarily at the school-district level. Kentucky's Education Reform Act set goals with high academic expectations for students. Higher performance standards for teachers and school administrators were adopted in 1994 and revised in 1999 and 2007 by the Kentucky Education Professional Standards Board. These standards are adopted by the Fort Thomas Board of Education as the standards on which its certified staff members are evaluated. School-based decision-making councils, along with school personnel, have assumed responsibilities for many school operations and functions, including some aspects of curriculum and professional development. These new initiatives are incorporated into the school administrator and teacher standards used in the professional growth and certified personnel evaluation system.

Evaluation based on professional growth plans and assessments of performance more clearly define duties and responsibilities. Once the objective(s), which will be used to assess the effectiveness of performance, is (are) determined, the individual is enabled to identify needs and areas to emphasize. This facilitates the formation of more relevant professional growth plans to meet the objectives. Assessment is based upon results attained and the effectiveness of overall performance in areas of responsibility in which specific objectives may not have been established.

Purpose

According to board policy 03.18, purposes of the evaluation system shall be to:

- Improve instruction
- Provide a measure of performance accountability
- Foster professional growth
- Support individual personnel decisions

Notification

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

Process

Responsibility for Evaluation

Training of Evaluators

In meeting the evaluation requirements of policy 03.1912, evaluators will receive annual training in some of the following categories of training to meet the annual update requirement for evaluation of certified personnel.

- Effective teaching practices
- Techniques of classroom observation
- Conducting conferences
- Techniques for assisting in the development of professional growth plans
- Conducting summative evaluations
- Using the District's evaluation forms

Immediate Supervisor

Administrative staff members designated as prime evaluators shall have the ultimate responsibility for conducting evaluations; other individuals designated as contributors may assist in the process.

Who Evaluates Whom		
Evaluatee	Prime Evaluator	Contributors
Classroom Teacher Counselor Library Media Specialist	Principal and/or Assistant Principal (at the discretion of the principal)	Assistant Principal Department Chair Assistant Superintendents Director of Special Education Director of Technology & Information
Certified staff serving more than one school	Principal or Assistant Superintendents	
Psychologist Director of Special Education Title I Coordinator	Assistant Superintendent for Student Services	Principal Superintendent Assistant Superintendents
Principal	Superintendent	Assistant Superintendents
Assistant Principal	Principal	
Department Chair	Principal	Assistant Principal Director of Teaching & Learning
Director of Technology and Information	Director of Teaching & Learning	Superintendent
Assistant Superintendent for Student Services	Superintendent	
Director of Teaching and Learning	Superintendent	
Superintendent	Board of Education	

Third Party Observer

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

Frequency of Evaluation

Certified employees may request a full evaluation during any year, even though they are not scheduled for a formal evaluation. In addition, the immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

Non-Tenured Teachers

The evaluation of beginning teachers shall follow the procedures as outlined in *The Kentucky Teacher Internship Program Handbook*. The results of the final report of the internship status shall be transferred to the district's summative form and filed in the employee's personnel file.

Other non-tenured teachers will be evaluated annually and will be formally observed at least three (3) times during the school year, at least once each semester. All evaluation procedures must be completed by April 15.

Non-Tenured – Non-KTIP

Overview of Assessment Process	Within 30 days of employment
Evaluator/Evaluatee	Before October 1
Professional Growth Plan	Complete by end of prior year
Formative Observational Conferences (includes review of Professional Growth Plan progress)	By April 15; three observations, at least one in each semester
Summative Assessment Conference (includes discussion of Professional Growth Plan progress)	By April 15

Non-Tenured Full-Year KTIP

Opening of School Term	The first committee meeting is held prior to any formal classroom observation
By November 15 (or 1-60 instructional days)	The first set of observations is conducted by committee members. The second committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Initiate the Professional Growth Plan and expand the portfolio
By February 15 (or 61-110 instructional days)	The second set of observations is conducted by committee members. The third committee meeting is scheduled by the principal. All committee members must be present and are joined later by the intern. Update the Professional Growth Plan and expand the portfolio.
By April 25 (or 111-140 instructional days)	The third set of observations is conducted by committee members. The final committee meeting is scheduled by the principal. All committee members

	must be present and are joined later by the intern. Review Professional Growth Plan and portfolio. The KTIP Committee makes professional judgment regarding satisfactory completion of the internship year.
By May 1	The Final Report of the Teacher Internship Year (EPI-12) is completed and filed with the Division of Education Preparation and Internship, Education Professional Standards Board

Tenured Teachers

The formal evaluation shall occur once every three years for each tenured teacher and shall include a minimum of two formal observations and two conferences, one of which must be formative and one must be summative. All evaluation procedures should be completed by May 15. The three-year cycle begins after any summative evaluation.

Tenured Staff

Beginning of school year	Review of evaluation process
By October 15	Professional Growth Plan developed and reviewed
By October 16	Formative observations and conference begin
By May 15	Evaluation procedures/Summative conferences must be completed

Administrators

The Superintendent/designee will conduct a summative evaluation of central office administrators, building principals and other district administrators annually.

Professional Growth Plan finalized	October 15
Discussion of progress towards goals and objectives	January 31
Self Appraisal to Superintendent	May 15
Summative evaluation copy to administrator	June 15

Superintendent

The Fort Thomas Board of Education will evaluate the Superintendent annually.

Evaluation Timetable

Step 1 and Step 2	Review of performance standards and identification of needs/areas of emphasis	Within 30 days of employment annually
Step 3	Finalization of professional growth plans	Complete on or before October 15 Note: End of prior year
Step 4	Initiation of implementation phase	Complete on or before December 1
Step 5	Hold interim, formative conference	Complete by December 15
Step 6 and Step 7	Complete implementation; complete assessments and hold summative conference	Complete on or before May 15 except non-tenured then April 15

Specific Procedure for Conducting Evaluations

All monitoring or observation of performance of a certified school employee shall be conducted openly. The employee will be informed of data collected through observation or other technique. All evaluations must be on forms approved by the Board of Education (included in this manual).

Certified Employees

Evaluators shall review the evaluation process and instruments within the end of the first month of reporting for employment for each school year.

Non-Tenured Teachers

The evaluation of beginning teachers shall follow the procedures as specified in *The Kentucky Teacher Internship Program Handbook*. The forms may be used in lieu of the district forms.

The evaluation of other non-tenured teachers shall follow the procedures as described:

The evaluator will provide an overview of the evaluation process. Some topics which may be discussed are explaining the evaluation form, discussing the recording of data, securing information about the teacher's class and course content, etc.

The evaluator will provide the teacher with the district evaluation instrument and discuss the standards.

A professional growth plan will be developed no later than October 15 for end of the prior year. Included in the plan will be goals and objectives as well as activities to attain stated goals. Note: A professional growth plan must be reviewed and updated and must be integrated with school/district improvement plans each year.

The evaluator will conduct classroom observation(s) as well as continue to collect other anecdotal records.

Within one workweek following each classroom observation, the evaluator will conduct formative conferences to review the data gathered during the observation period. These conferences will offer the evaluator opportunities to discuss the teaching/learning situation, to give guidance and encouragement and to provide specific recommendations for improvement. Development of a corrective action plan for deficiencies may be required.

Progress toward the professional growth plan(s) may be discussed and considered during subsequent conference. This plan should include goals and objectives and list activities to achieve desired results.

The evaluator will examine and organize data for the summative report.

The final post-observation conference may serve as the summative conference. All data will be summarized to complete the conference report form.

The evaluator will provide the teacher with a copy of the summative evaluation form. Upon request, the teacher may obtain a copy of the complete formative and summative evaluation forms.

The evaluator will inform the teacher that he or she may file a written response to be filed in the teacher's personnel file and that he or she may utilize the district appeals process.

The evaluation reports will be placed in the teacher's personnel file; a copy will be given to the evaluatee.

Tenured Teachers

The evaluation of tenured teachers shall follow the procedures as described:

The evaluator will provide an overview of the evaluation process. Some of the topics, which may be discussed, are reviewing the evaluation instrument, discussing the recording of data, securing information about the class and/or course content, etc.

The evaluator will conduct the necessary classroom observations. Multiple observations for tenured teachers will be conducted when the first ones are unsatisfactory.

A professional growth plan will be developed no later than October 15 for the end of the prior year. Included in the plan will be goals and objectives as well as activities to attain stated goals. Note: A professional growth plan must be reviewed and/or updated each year.

A formative conference should be scheduled within one work week after each observation is conducted. Development of a corrective action plan for deficiencies may be required.

During the final conference, the principal will review the completed evaluation materials and any written comments with the teacher, provide the teacher with a copy of the summative form and inform him or her of the right to request a copy of the entire formative-summative materials. Progress toward the professional growth plan(s) will be discussed.

In addition, the principal will inform the teacher that he or she may submit a written response that will become a part of the official personnel file and/or file an appeal with the District Appeals Committee.

The evaluation reports will be placed in the teacher's personnel file; a copy will be given to the evaluatee.

Administrators

The evaluation of administrators shall follow the procedures as described:

The superintendent/designee will meet with the administrator annually to establish yearly goals and objectives for their particular areas of responsibilities.

This improvement or professional growth plan will be finalized by October 15.

The superintendent/designee will meet with the administrator on or before January 31 to discuss progress toward goals and objectives.

The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15.

The superintendent/designee will confer with administrators to discuss the evaluation forms and the progress toward attainment of stated goals. By June 15, the superintendent/designee will supply the administrator with a copy of the summative evaluation form and inform the administrator that he or she may submit a written response that will become part of the official personnel file and/or file an appeal with the District Appeals Committee.

The evaluation will be placed in the administrator's personnel file. A copy will be given to the evaluatee.

Professional Growth Plan

Teachers and Administrators

A professional growth plan is an integral component of the evaluation system. Thus, a professional growth plan shall be formulated by all certified staff annually and approved by the immediate supervisor by October 15. This plan shall be based upon needs as identified through the evaluation process and/or shall be consistent with the school's and district's consolidated plans. Activities shall be designed to help the teacher or administrator achieve the desired goals. Activities may include, but are not limited to, workshops, visits to other classrooms and schools, study groups, consultation with resource teachers and/or instructional supervisors and review of relevant literature.

Note: For non-tenured and tenured teachers who are being evaluated, the Professional Growth Plan should be developed as part of the summative conference. For all other certified staff, the Professional Growth Plan may be developed at the end of a school year but no later than October 15 of the next school year.

Superintendents (KRS 156:111)

Continuing education for the superintendent shall include the following:

- Participation in twenty-one (21) hours of Instructional Leadership Training

Persons new to the superintendent's duties will complete the Superintendent's Training and Assessment Center program within one (1) year of assuming the role of superintendent.

Completion of continuing education of the superintendent shall be reported to the Kentucky Department of Education. The Kentucky Department of Education shall annually notify the local board of education chairperson of the status of the school district's superintendent's continuing education.

Failure to comply with the requirements of this administrative regulation shall result in referral of the matter to the Education Professional Standards Board for consideration of revocation of the superintendent certificate.

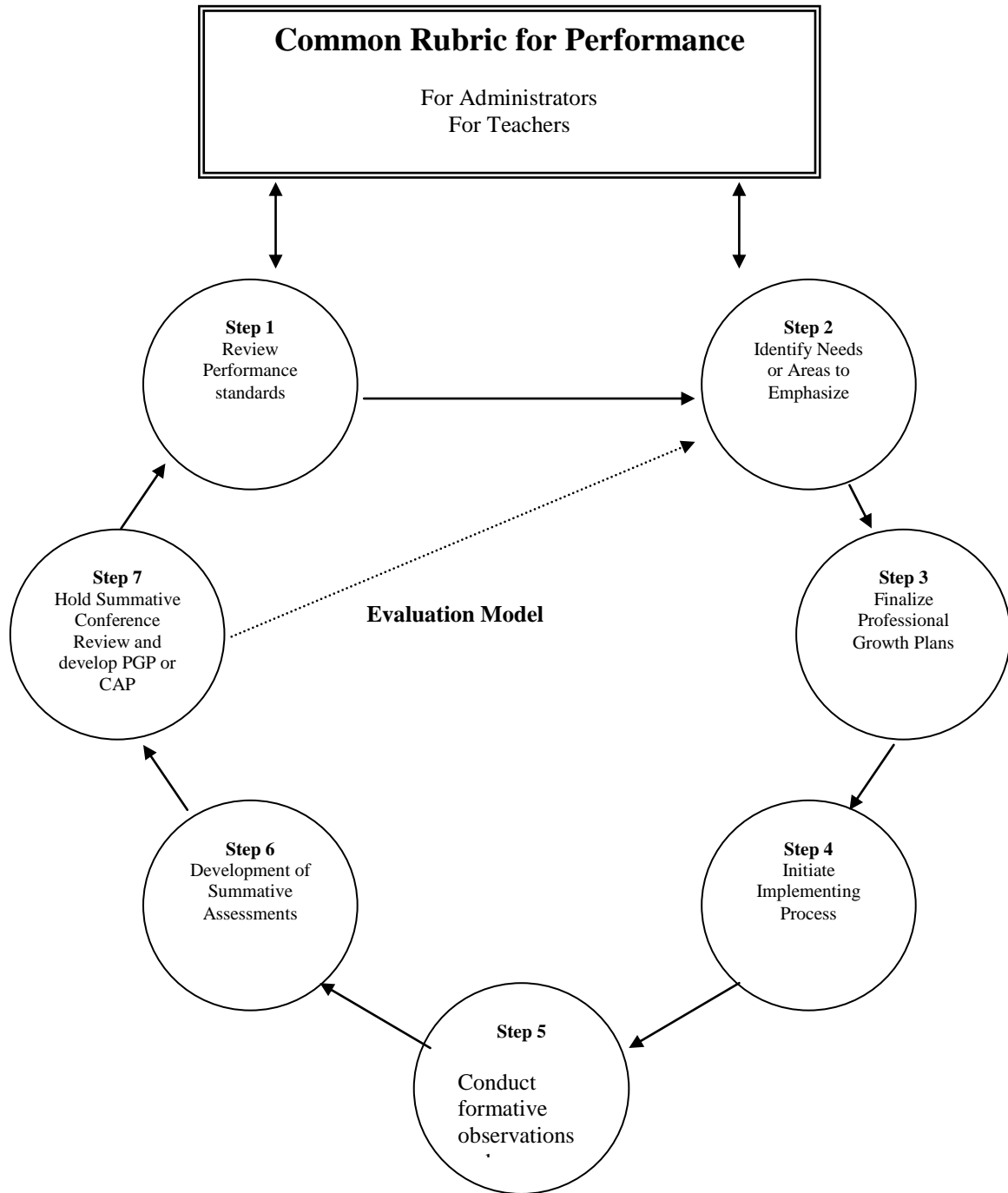
Corrective Action Plan

A plan developed by either the certified staff member and/or the supervisor for changes in behavior either during the summative conference or when an immediate change in behavior by the certified staff member is needed.

It is important to note that the Corrective Action Plan may be initiated by the evaluator or supervisor at any point when a change in behavior is required, even if the certified staff member is not currently in the evaluation cycle.

A Corrective Action Plan must be developed whenever the evaluatee receives a "Does Not Meet" on the Summative Evaluation. All Corrective Action Plans become a part of the employee's personnel records.

Evaluation Model



Step 1 – Review Performance Standards

The purpose of Step 1 is to begin the evaluation process in a systematic manner. It is important that duties and responsibilities be understood. Knowing what is expected is essential.

The criteria for teachers consist of ten broad areas of responsibility. The criteria can be used as guidelines in thinking about aspects of work that may need improvement. Professional Growth Plans may be designed to meet the criteria.

It should be understood that in reviewing the criteria, it is not intended that only weaknesses be identified. Further strengthening an area of performance in which one is currently competent is possible.

District and school level goals and objectives should be considered in Step 1. Wherever possible, these goals and objectives should be included in the review process so that one or more of them may become a part of the individual's growth plans for the year.

Step 2 – Identify Needs or Areas to Emphasize

This is actually a kind of needs assessment phase. Using the Common Rubric for Performance as idea generators the evaluatee should analyze areas that he/she and the evaluator, with the help of the contributor(s), believe may be appropriate items to develop into specific growth plans.

While there is no set number to be identified, most certified employees work on one or two key areas of growth each year. An evaluatee may identify more than he/she will later develop into specific growth plans. The evaluatee and evaluator will settle upon the most important ones and these will become the basis for the growth plans written for the coming year.

The evaluator should take into consideration district and/or school goals while completing Step 2. The purpose of Step 2 is to incorporate one or more criteria that will help the district or your school achieve its goals.

Even if the evaluatee and evaluator select a criterion from one of the identified needs that later turns out not to be as relevant as expected, an opportunity will arise in Step 5 to make necessary modifications.

Step 3 – Finalize Professional Growth Plans

Developing a clearly defined, relevant Professional Growth Plan(s) is a critical part of the evaluation process. Specific objectives indicate what is to be done to enhance existing competencies or improve an area(s) of weakness(es).

An effective Professional Growth Plan has five important elements:

- Indicator from Evaluation Rubric
- Objective
- Action Plan
- Performance Appraisal and Timeline
- Assessment

Step 4 – Initiate Implementing Process

After the evaluatee and evaluator have agreed upon the Professional Growth Plan(s), the implementation process begins. At the time the objectives were finalized (Step 3), it is necessary that understanding was reached regarding such implementing matters as:

- ways the evaluatee and evaluator will work together
- the role of contributor(s)
- how and when observations and conferences will be conducted
- kinds of evaluative information that will be collected
- kinds of help you will expect from your evaluator and/or contributor(s).

It is vital that the lines of communication be kept open between the evaluatee, the evaluator and/or contributor(s) in all phases of the evaluation process. The emphasis should be upon positive professional growth.

Step 5 – Conduct Formative Observations and Conferences

Formative conferences are required in order to review the observation and the professional growth plan. The Observation/Conference Reports will be used in determining if modifications should be made in the professional growth plans.

If new situations or conditions have arisen that may have made some of the professional growth plan activities less relevant, the formative conference will provide an opportunity to make necessary changes. The important thing to remember is that the emphasis needs to be upon what should be done to assure success from the point of view of the evaluatee as well as from the point of view of the school system.

If satisfactory progress is being made and the objectives and action plans are still relevant to needs, few modifications, if any, will be necessary. In which case, proceed with the implementation process.

Step 6 – Development of Summative Assessment

There are two aspects of the assessment process:

1. Assessment of extent to which professional growth plans were achieved. This involves: (a) self-assessment by the evaluatee and (b) assessment by the prime evaluator. The assessment symbols used are the following:

- E Results exceeded desired outcomes
- M Results met desired outcome
- P Progressing, not complete
- B Results were below desired outcome

If either an E or B is indicated, an explanation is required in the Comments section of the Summative Evaluation Report.

2. Assessment of overall performance in the major areas of responsibility. The prime evaluator, using the Summative Conferencing Form, makes these assessments.

Standards of Performance

Through observation and other means of gathering data, the evaluator assesses or determines the effectiveness of the performance of the certified employee, based on, described performance evaluate standards.

Performance effectiveness in each area will be given a rating described in the following terms:

Exceeds	Traits with noteworthy and commendable skills.
Meets	Meets standards
Needs Improvement	A discretionary follow-up to be used for corrective action.
Does Not Meet	Immediate mandatory follow-up with a plan of corrective action

Minimum Performance Standards

This process allows for and encourages continued improvement of all certified staff through formative data collection, sharing of information and providing feedback. Assistance shall be provided as described in the evaluatee's corrective action plan.

Step 7 – Hold Summative Conference

The summative conference is the occasion when the prime evaluator presents summative assessment based on formative data, compare their implications and make plans for the next evaluation cycle. The Professional Growth Plan and/or Corrective Action Plan is based on identified needs of summative assessment.

If good communication has occurred during the year, there should be no surprises at this conference.

The prime evaluator should be prepared to respond to any questions about the assessments given. The evaluatee should be encouraged to be candid about his or her actions to the assessments.

It is not necessary to reach consensus that professional growth plans have been completely achieved. What is required is that the assessments accurately reflect the action and growth that took place.

With reference to assessments of overall performance in the major areas of responsibility, the prime evaluator will be making a general assessment. The evaluator should be prepared to give reasonable explanations for the assessments.

Both parties have the opportunity to make comments as part of the Summative Conference Form. Consensus is not required. Signatures on the report indicate that the evaluation process has been properly carried out, not that both parties necessarily agree to the content. The evaluatee must indicate agreement or disagreement on the Summative Conference Form.

At this conference, particular attention needs to be given to those items marked “Improvement Needed” or “Does Not Meet.” These items should be considered as areas in which professional growth plans should be developed in the next cycle/year. Employees shall be expected to receive a minimum rating of “Meets” for each standard on the summative evaluation. Staff members who receive a “Does Not Meet” on the summative evaluation, or when an immediate change is required in behavior, shall develop a corrective action plan related to the areas of deficiency. Multiple “Does Not Meet” assessments may result in a recommendation for dismissal.

Corrective Action Plan

Evaluatees who must develop a corrective action plan, especially if renewal of contract may be an issue, will be given special attention by the prime evaluator when needs are being identified. The prime evaluator will ensure that these are the needs that are identified and which will become the growth plans for the year. The following procedures may be used to develop a corrective action plan.

The specific area of need or deficiency is identified by the evaluator when the evaluatee is given a rating of “Does Not Meet.” The evaluator will identify specific objectives or goals for the evaluatee’s professional growth plan or corrective action plan. The specific action steps should be developed by both the evaluator and evaluatee. This plan should be reflected in the evaluatee’s professional growth plan the following school year. The plan should be monitored by the evaluator using the target dates identified on the professional growth plan or individual corrective action plan.

Appeals/Hearings

Evaluation Appeals Panel

An Evaluation Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345.

Panel Members and Alternates

Under procedures developed by the evaluation committee, a three (3) member panel shall be established to hear certified staff appeals from summative evaluations as required by law.

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel. All regular panel members and alternates shall be certified employees of the District at the time of appointment or election and during their term of office.

Panel members and their alternates shall serve without compensation. The terms of panel members and their alternates shall be for four (4) years and run from July 1 to June 30. Members may be reappointed or re-elected. The chairperson of the panel shall be elected by the three (3) panel members at the first meeting of the panel. Should it become necessary for the chairperson to be represented by an alternate, the three (3) panel members shall elect a temporary chairperson to serve until the regular chairperson is eligible to resume that role.

Alternates shall serve when:

1. a panel member is ill
2. a panel member is appealing to the panel
3. a member of the panel member's immediate family (defined as father, mother, brother, sister, husband, wife, son daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws) is appealing to the panel
4. a panel member was the evaluator of the appellant.

Appeals

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal within five (5) working days of receipt of the evaluation to the Evaluation Appeals Panel. Appeals submitted after the 5-day deadline shall be considered untimely and shall not be reviewed.

Appeals shall be conducted in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. Both parties shall be provided an opportunity to review all documentation five (5) days prior to the hearing. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation shall

not be carried away from the established meeting by either parties involved or the panel members.

2. Arrangements shall be made for the panel to meet to review pertinent documents after the regular school day. The panel shall be permitted to use school facilities and equipment needed to implement its duties.
3. The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
4. The panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time and place to appear before the panel to answer questions.
5. A chosen representative may be present during the hearing to represent either or both parties.
6. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and a chosen representative will be present at the hearing.
8. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation
 - b. Voiding the original evaluation or parts of it
 - c. Ordering a new evaluation by a second certified employee
 - d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file
 - e. Holding a hearing before the Board of Education
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within ten (10) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.

10. The Superintendent or Board decision, as applicable, the Panel's recommendation and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Department of Education.
12. Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor.

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Accessibility

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent and other District level administrative staff members, as designated by the Superintendent
3. The Board, if the majority of Board members vote to request such access. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent
4. Records may be subpoenaed in cases where litigation occurs

Overview of Performance Rubrics

The next section of this manual outlines the Performance Rubrics upon which certified staff will be evaluated. The indicators contained in the Rubrics illustrate how certified staff may show evidence of meeting a particular standard. While our certified staff must not show evidence of meeting each indicator, they must show evidence of meeting the overall performance standard.

Administrator Standards	Pages 22-26
Teacher Standards	Pages 27-36
Counselor Standards	Pages 37-43
Library Media Specialist Standards	Pages 44-48

Common Rubric for Administrative Performance

Standard 1 - An educational leader promotes the success of every student by developing and promoting a vision of learning

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Does not implement the vision of the district Does not use data effectively, does little research that is not directed and does not think of visionary goals School plans are not developed or evaluated on a consistent basis or school plans are written but not implemented SBDM Councils do not see the value in maintaining a school/district vision Student achievement falls significantly below state, national or local benchmarks Faculty meetings focus on irrelevant details that have little to do with the instructional improvement Innovation is either ignored or not encouraged at all. The status quo is the dominant philosophy 	<ul style="list-style-type: none"> Attempts to implement the vision of the district, but not consistently or effectively or generally lacks a consistent focus Attempts to utilize data and research but not effectively and only as it pertains to own school Does not collaborate with staff to evaluate school plans Leadership with SBDM Council does not focus on an understanding of the vision of the schools More reactive than proactive on establishing a vision Student achievement does not meet state, national or local benchmarks Faculty meetings are generally focused on operational details and almost exclusively led by the administrator Innovation is embraced only rarely and is not encouraged with staff members 	<ul style="list-style-type: none"> Discusses the district vision with the staff, meets to discuss the vision, and works with the staff on the district vision but is not necessarily a part of the whole school action plan on a daily basis Utilizes data and research to identify goals and assess effectiveness within zone of the immediate school influence based on valid managerial practices Collaborates with members of school staff to evaluate school plans Leads SBDM with a purpose and aids them in understanding the goals and vision of the school and district Can clearly articulate the school's vision, but the vision may not relate to the district goal or be relative to other schools Student achievement meets state, national or local benchmarks Faculty meetings occur regularly and are sufficient in length so that important school issues are presented and staff have opportunity for comment and discussion Innovation is encouraged with staff members who, in turn, encourage it with their students 	<ul style="list-style-type: none"> Embraces the district vision, promotes the vision and embeds the vision of the district throughout the school Utilizes data and research to identify goals and assess effectiveness throughout the district and with community members Collaboratively monitors school and district plans to evaluate needs with stakeholders from across the district Leads SBDM with a purpose promoting the school and district vision through policies, initiatives, and discussion Student achievement exceeds state, national or local benchmarks Leads faculty meetings that focus on best instructional practices establishing an atmosphere of professional learning and sharing Innovation is sought and encouraged between staff, administration, other schools and students through modeling

Common Rubric for Administrative Performance

Standard 2 – School culture is cultivated with both staff and students and instructional leadership is a focus

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Cannot maintain collaborative spirit and no connection is made between leadership capacity and needs of the school • Instructional impact is not monitored or randomly monitored • Focus on critical and creative teaching is sporadic or rarely find it in the school • Evaluations are not true evaluations of teacher performance and are not used as tools for development or evaluations are not completed on a timely schedule • Student achievement is not the focus of most decisions 	<ul style="list-style-type: none"> • Collaboration is inconsistent within the school with students, staff, and administration; it might be encouraged in others, but not with self • Leadership capacity of staff and students is not encouraged to help district needs and larger educational community; leaders are not necessarily chosen, but choose themselves and may not be the right person for the right task • Administrator reactively deals with leadership issues within their own building and does not do so on a consistent basis or does not utilize an effective leadership technique • Instructional impact is sporadically monitored within building; instructional issues are only occasionally dealt with; instructional leader cannot come up with anything but traditional instructional methods • Focus on critical and creative teaching is mentioned but not “real” in the school • Evaluations are not necessarily true evaluations of teacher performance and are not used as tools for development • Student achievement is the focus of most decisions 	<ul style="list-style-type: none"> • Collaboration is constant within the school with students, staff, and administration; • Leadership capacity of staff and students is encouraged to help school needs; collaborates with others to choose staff • Consistently considers impact of leadership decisions within own building utilizing effective leadership techniques • Instructional impact is monitored within building; solutions to instructional issues are given from the instructional leader in the building • Focus on critical and creative teaching is the norm. • Student achievement is the focus of all decisions and respects diversity and individual differences • Staff evaluations are honest and thoughtful and include both formative and summative feedback to help staff reach their greatest potential 	<ul style="list-style-type: none"> • Collaboration is constant both within and outside of the district with students, staff, and administration • Leadership capacity of staff and students is encouraged to help district needs and larger educational community • Chooses personnel in collaboration with district administrators • Administrator, utilizing best proactive leadership practices, deals with leadership issues within their own building and throughout district, consistently considering the impact on both • Instructional impact is monitored not only within building, but with “feeder” or “upper” levels and promotes staff to do the same • Focus on critical and creative teaching is the norm. Administration promotes and models concepts and lessons • Differentiates instruction with teachers/staff using thoughtful evaluations that are true indicators of performance to help them reach their greatest potential through improvement planning that focuses on district vision • Student achievement is the focus of all decisions made in a proactive manner

Common Rubric for Administrative Performance

Standard 3 - Educational Leaders have control of all aspects of their building and are effective managers of their resources

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Cannot articulate school needs and cannot implement fiscal resources on own; consistently asks district for more money, supplies, etc • District policies are ignored or openly questioned; an “us and them” mentality is the norm with staff and district • Oblivious to matter of building maintenance or needs; worries about irrelevant building issues or building is not clean • Little, if any, attention is provided in managing and monitoring fiscal resources 	<ul style="list-style-type: none"> • Occasionally considers school needs and resources when implementing human and fiscal resources. • Only isolated implementation of district and or school policies, does not collaborate with teachers and is not seen as approachable • Building maintenance and cleanliness lacks focus and direction • May have a budget but little planning or forethought goes into it. Money is spent just to spend it and does not focus purchasing on school vision • Problems or findings are noted in implementing or overseeing the fiscal program 	<ul style="list-style-type: none"> • Considers school needs and resources when implementing human and fiscal resources • Implements district policies and initiatives and collaborates with teachers when necessary • Utilizes staff according to strengths and weaknesses and can direct staff within own building to provide professional development • Cleanliness and maintenance is more reactive, but done quickly and efficiently • Plans a budget based on school vision to monitor spending and uses financial resources appropriately 	<ul style="list-style-type: none"> • Considers district need and resources when implementing human and fiscal resources • Implements district policies, procedures, and initiatives and collaborates with district to implement consistently • Utilizes staff according to strengths and weaknesses and can direct staff to aid other schools in the district, (e.g., Providing professional development or purchasing instructional resources) • Delegates authority and discovers leadership potential among staff and promotes that potential • School administrators take pride in the building and have a proactive stance in working with custodial staff to have a clean, organized, safe, and orderly environment. Notifies District of pressing issues when appropriate. • Plans a budget early. Focuses on district priorities when building the budget and expending resources

Common Rubric for Administrative Performance

Standard 4 – Administrator utilizes the resources of the community at large

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Administrator attends community committees and meetings as a part of their job but does not utilize resources presented Activities such as service learning are used, but only as a requirement of the district Community and family relationships are sporadic at best and done with little planning and understanding of the needs of those stakeholders Administrator is not aware of issues facing their stakeholders or those of the district Does not collaborate at all to shape education and has to be directed about educational decision-making process Occasionally attends professional development, but does not understand or implement trends or innovation and does not recognize it in their staffs either Demonstrates little to no professional growth 	<ul style="list-style-type: none"> Administrator occasionally attends and participates in community committees and meetings to research information pertinent to the school. Rarely attends state or national conferences Activities such as service learning are used, but ineffectively and only at the request of the district. Community resources are not utilized to their potential Community and family relationships are only occasionally established Administrator is only occasionally an advocate for students, their families, staff Occasionally collaborates with staff to shape educational paradigm within the boundaries of their building only utilizing ineffective interpersonal communication and collaborative skills By attending professional development at the request of the district, administrators gain an understanding of upcoming trends and movements, and effectively share them in the school only Demonstrates some professional growth 	<ul style="list-style-type: none"> Administrator attends and participates in community committees and state meetings to research information pertinent to the school Promotes activities such as service learning in some areas to utilize community resources and brings those resources to their school Promotes positive community and family relationships by attending activities, meetings, etc. that effect those relationships Administrator is an advocate for students, their families, staff, and district across the state Collaborates with local leaders and principals to shape educational paradigm utilizing effective interpersonal communication and collaborative skills reflecting the goals of the community By attending professional development on their own, administrators bring back to the district innovative ideas and promote staff to share within school and the district Demonstrates professional growth and shares with staff and/or district 	<ul style="list-style-type: none"> Administrator attends and participates in community, state, and national committees and meetings to research information pertinent to the school and district Consistently promotes activities such as service learning throughout the school to utilize community resources and brings those resources to the district Seeks out and promotes positive community and family relationships by planning and attending activities, meetings, etc. that effect those relationships Administrator is a constant advocate for students, their families, staff, and district across the state and nation Collaborates with district, state and national leaders to shape educational paradigm utilizing effective interpersonal communication and collaborative skills reflecting the goals of the community By attending professional development on their own, administrators bring back to the district innovative ideas and promotes staff to share with the rest of the district Is the model of professional growth and sharing with district

Common Rubric for Administrative Performance

Standard 5- Administrators are ethical, fair, and act with integrity

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Does not understand accountability standards across the district or at their own building and does not effectively make connections from those standards to the implementation of instructional practice. Consistently asks district for guidance in implementation of standards Administrator does not realize that they are the moral and ethical leader in their building and instead allows teachers to assume those roles Administrator is not self-reflective about decisions and their impact on their school and does not make decisions based on their reflections; instead relies on the district to make decisions for them Poor attendance , dress, and punctuality that does not exhibit professionalism Neither the professional code of ethics nor community goals are integral to the administrator Rarely promotes instructional strategies with staff that are fair and respect the diversity and individual differences of staff and students 	<ul style="list-style-type: none"> Generally understands accountability standards across the district but does not effectively make connections from those standards to the implementation of instructional practice Administrator is not always conscientious about their role as a model for students and staff in their building Administrator is reactively self-reflective about decisions and their impact on their school and does not make decisions based on their reflections Attendance and punctuality are consistent but only works when “on the clock” The professional code of ethics is followed a majority of the time and performance of duties consistent with community goals Occasionally promotes instructional strategies with staff that are fair and respect the diversity and individual differences of staff and students 	<ul style="list-style-type: none"> Understands and collaborates with other administrators at district meetings to understand accountability standards across the district Administrator is conscientious about their role as a model for students and staff in their building Administrator is self-reflective about decisions and their impact on their school and proactively makes decisions based on their reflections Professional behavior with staff through punctual and consistent attendance and dress Adheres to the professional code of ethics on a consistent basis and strives to perform duties consistent with community goals Promotes instructional strategies with staff that are fair and respect the diversity and individual differences of staff and students 	<ul style="list-style-type: none"> Understands and collaborates with other administrators to develop accountability standards across the district and beyond Administrator treats all students, staff, and other administrators with dignity and is conscientious about their role as a model for those groups Administrator is self-reflective about decisions and their impact on their school, district, and larger educational community Sets the standard for professional dress, attendance, and punctuality at school and functions Is a model of the professional code of ethics and shares insights with others and strives to perform duties consistent with community goals Models instructional strategies with staff that are fair and respect the diversity and individual differences of staff and students

Common Rubric for Administrator Performance

Standard 6- The Administrator Demonstrates the Implementation of Technology

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • No attempt is made to integrate technology interaction • Does not utilize available software • Does not respond to emails or does not answer in a timely manner • Does not demonstrate ethical and legal use of technology 	<ul style="list-style-type: none"> • Technology use with staff/students is not the norm in the building • Has limited technology integration and uses only one type of technology; (e.g., only uses Power Point to give notes or presentations) • Communicates within district but inconsistently with parents and teachers (e.g., not timely, clear, or professional) • Demonstrates limited ethical and legal use of technology 	<ul style="list-style-type: none"> • Teachers and students integrate technology into learning • Incorporates multiple uses of technology for self, teachers and students • Effectively communicates within district and with others in the performance of their duties • Demonstrates ethical and legal use of technology • 	<ul style="list-style-type: none"> • Students and teacher use emerging technology including communication, web 2.0, web pages, and other tools as they become available to enhance and extend the learning of students and increases collaboration with parents • Uses technology in innovative ways to present information and ideas • Encourages teachers and students to use technology in innovative ways to facilitate their own learning or to demonstrate understanding • Demonstrates ethical and legal use of technology

Common Rubric for Teacher Performance

Standard 1- The Teacher Demonstrates Applied Content Knowledge

The Teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas

- Communicates concepts, processes, knowledge and skills
- Connects content to life experiences of students
- Guides students to understand content from various perspectives
- Identifies and addresses students' misconceptions of content

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Does not effectively communicate concepts, processes, knowledge, or skills • Is not aware of emerging knowledge in discipline • Is not aware of the interconnection of knowledge within own discipline • Is unaware of how his/her discipline evolves. (i.e.: reading an author and not knowing how that can help his or her own reading/writing or understanding new scientific methods, studies, or data) 	<ul style="list-style-type: none"> • Has difficulty communicating concepts, processes, knowledge, and skills • Is aware of emerging disciplinary knowledge, but fails to implement it • Attempts to make consistent connections within their own discipline • Knows disciplinary core content, but cannot connect to the life experiences of his/her students on a consistent basis • Teaches core content and other standards in isolation and does not make connections between units, chapters, etc. 	<ul style="list-style-type: none"> • Effectively and consistently communicates concepts, processes, knowledge, and skills • Is aware of emerging content trends and implements in lesson • Makes connections within own discipline; (e.g., makes references and allusions to materials taught earlier in the year) • Makes connections between the material taught in own discipline and the life experiences of the students (e.g., shows how content is applied in the real world) 	<ul style="list-style-type: none"> • Connects concepts, processes, knowledge, and skills in a variety of manners • Is on the leading edge of content trends and their application • Seeks out the interconnectedness of disciplines on their own and applies that knowledge to his/her and other content areas and applies to students life experiences • Integrates his/her discipline into new discipline by working with other teachers. (e.g., a science teacher discussing the states of matter and temperature could apply that to a short story)

Common Rubric for Teacher Performance

Standard 2- The Teacher Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

- Plans instructional units consistent with district standards
- Plans instructional strategies and activities that address learning objectives for all students and facilitates multiple levels of learning

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Plans instruction without regard for the potential connections of content to the lives of students or higher level materials within program • Follows textbook, but does not check for the accuracy of the materials and connection to district curriculum guides • Units of study do not contain critical and creative lessons or address the level of knowledge or need for remediation • Instruction is random, routine, and unvaried in its planning and design • Marzano strategies and Backward Design are not part of the planning process 	<ul style="list-style-type: none"> • Picks and chooses parts of district program and implements what is thought to be effective with little connection to the lives of students • Considers learning styles are considered, but individual student needs are not • Units of study rarely contain critical and creative lessons and only occasionally allow students to demonstrate learning in a variety of ways • Evidence of Marzano strategies and Backward Design are present but lacks a full grasp of the concept 	<ul style="list-style-type: none"> • Units of study contain lessons that demonstrate an essential concept within the teacher's own discipline • Consistently within their discipline, teacher considers multiple learning styles and differentiates when planning lessons • Units of study contain critical and creative lessons that foster higher order thinking and occasionally allow students to demonstrate learning in a variety of ways • Clear evidence of Marzano strategies and Backward Design in lesson planning • Plans instruction around opportunities for students to explore beyond the traditional classroom 	<ul style="list-style-type: none"> • Plans instruction that enables students to relate a concept to their own lives and other content areas. Unit plans are interdisciplinary and applied to real world situations • Makes connections to core content, state and national standards, benchmarks, and strands in multiple disciplines • Units of study are clearly connected to district curriculum guides, enable students to be critical and creative and allow for the design of products • Marzano strategies and Backward Design principles are embedded and thoughtfully applied on a consistent basis • Consistently plans instruction around opportunities for students to explore beyond the traditional classroom

Common Rubric for Teacher Performance

Standard 3- The Teacher Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

- Establishes a positive learning environment
- Fosters mutual respect between teacher and students and among students

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Cannot manage a conducive classroom environment and is unaware of the lack of control within the classroom in addition, teacher does not know when to ask for help with management concerns • Has a negative attitude towards students, staff, parents, or administration • Neither high expectations nor a nurturing environment are present • Creates climate that inhibits appropriate academic risk taking 	<ul style="list-style-type: none"> • Does not rely on his/her own ability to control the classroom and instead relies on administration to deal with student discipline issues on a regular basis • Attempts to connect with students, staff, parents, or administration • Has high expectations for students, but does not provide a nurturing environment • Does not create a climate that allows students to take academic risks 	<ul style="list-style-type: none"> • Multiple intervention strategies are used to address student discipline and deals with problems as they arise, but does not anticipate climate issues • Connects with students, staff, parents, or administration • Provides a positive, nurturing environment while establishing high expectations with students actively engaged • Students feel comfortable taking academic risks 	<ul style="list-style-type: none"> • Anticipates classroom behavior issues and moves to deal with those issues before they become a problem and distraction within the classroom impacting the education of students • Connects with children and shows genuine concern for their students, staff, parents, or administration • Students are able to explore academic interests and seek innovative solutions to problems

Common Rubric for Teacher Performance

Standard 4- The Teacher Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

- Uses a variety of instructional strategies that align with learning objectives and actively engage students
- Implements instruction based on diverse students needs
- Implements and manages instruction in ways that facilitate higher order thinking
- Uses disciplinary literacy strategies to demonstrate content understanding

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Asks questions, but questions are irrelevant and show no scaffolding • Little in-depth instruction. Students work independently and worksheets or busy work are used as time fillers • Students rarely communicate understanding both orally and in writing • Relies solely on one or two instructional approaches that do not take into consideration multiple learning styles or student ability level • Instructional strategies are rarely fair with respect to diversity or individual differences in students 	<ul style="list-style-type: none"> • Uses lower level questioning such as who/what with little scaffolding. No wait time or teacher provides answer instead of requiring a response • Students primarily work independently at their seats • Students occasionally communicate understanding both orally and in writing. Few student presentations or presentations are not related to the learning objective • Attempts to address individual learning styles and abilities but is not able to do so consistently • Instructional strategies are inconsistently fair with respect to diversity and individual differences in students 	<ul style="list-style-type: none"> • Holds students accountable for their answers; (e.g., teacher uses wait time after asking questions, teacher primarily uses how/why questions that are typically scaffolded) • Students work cooperatively and are active and engaged • Students communicate understanding orally and in writing • Lessons are designed and delivered to consistently address a variety of learning styles and abilities • Instructional strategies are fair and respect diversity and individual differences in students 	<ul style="list-style-type: none"> • Consistently uses higher-level questioning techniques by layering and scaffolding questions. Most questions asked are how/why • Students demonstrate understanding in a variety of ways. (e.g., areas of interest are discovered and encouraged. Independent and cooperative study are utilized) • Students communicate understanding orally, in writing, and in non-traditional forms • Applies learning based on learning styles of student interest is the norm in the classroom • Instructional strategies are the models of respect, diversity and individual differences in students

Common Rubric for Teacher Performance

Standard 5- The Teacher Assesses Learning

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

- Uses formative, summative, and pre-assessments effectively
- Allows opportunity for student self-assessment

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Rarely uses formative assessments and those used do not clearly check for understanding • Summative assessments do not appropriately measure skills and content of the course as described by district curriculum guide • The use of self-assessment by students is not evident • Rarely provides feedback to student assessment or feedback not valuable, timely, or tied to learning goals 	<ul style="list-style-type: none"> • Occasionally uses formative assessment to check for understanding but fails to use information to enhance instructions • Summative assessments cover material taught during class at a lower level but does not address understanding or application of content/skills described in the district curriculum guide • Uses multiple assessment strategies but there is little value and the products do not necessarily connect with goals of the lesson • Students occasionally self-assess their work. Students are unfamiliar with the self-assessment process • Attempts to provide feedback; however, it is not timely, valuable, and only has a vague connection to the learning goals 	<ul style="list-style-type: none"> • Formative assessments are regularly embedded into instruction to check for understanding and to guide instruction • Summative assessments offer opportunities to apply skills taught in a new context and demonstrate understanding of the concepts • Utilizes multiple assessment strategies that are rigorous, challenging, and assess the skills taught. The assessments also clearly align with local, state, and national criteria • Students are encouraged to self assess their learning through a familiar process and use the process to improve results • Provides constructive, connected, and timely feedback on formative and summative assessments. Students are provided opportunities to improve as appropriate to increase understanding 	<ul style="list-style-type: none"> • Uses formative assessments to alter delivery of instruction and differentiate learning • Assessments allow multiple ways for individual students to demonstrate deeper understanding and the ability to apply the content and skills taught • Utilizes multiple challenging assessment strategies on a consistent basis. The assessment are challenging and rigorous and align clearly with local, state, and national criteria • Promotes self-assessment and students feel comfortable with the process based on their self-assessment. Students utilize opportunities to help themselves • Provides constructive, connected, and timely feedback on assessments that are insightful and show understanding of differentiated feedback and its appropriate use

Common Rubric for Teacher Performance

Standard 6- The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction; that advances student learning, creativity and innovation; that access and manipulate data; that enhances professional growth and productivity; that communicates and collaborates with colleagues, parents, and the community; and that conducts research

- Uses available technology to design, plan, integrate, and assess learning experiences
- Demonstrates and models ethical and legal use of technology and promotes digital citizenship

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • No attempt is made to integrate student technology interaction and no technology is used in the construction and implementation of lessons • Does not utilize available software • Does not respond to emails or does not answer in a timely manner • Technology is used for personal, not instructional, means • Does not demonstrate ethical and legal use of technology 	<ul style="list-style-type: none"> • Students do not use technology on their own or at the instruction of the teacher • Has limited technology integration and uses only one type of technology; (e.g., only uses Power Point to give notes or presentations) • Communicates within district but inconsistently with parents and students (e.g., not timely, clear, or professional) • Demonstrates limited ethical and legal use of technology 	<ul style="list-style-type: none"> • Students use technology and integrate into learning • Incorporates multiple uses of technology for self and students • Effectively communicates within district and with others in the performance of their duties • Demonstrates ethical and legal use of technology 	<ul style="list-style-type: none"> • Students and teacher use emerging technology including communication, web 2.0, web pages, and other tools as they become available to enhance and extend the learning of students and increases collaboration with parents • Uses technology in innovative ways to present curriculum • Encourages students to use technology in innovative ways to facilitate their own learning or to demonstrate understanding • Demonstrates ethical and legal use of technology

Common Rubric for Teacher Performance

Standard 7- Reflects on and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs

- Uses data to reflect and evaluate student learning
- Uses data to reflect on and evaluate instructional practice to describe, analyze, evaluate student performance and to promote professional growth

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Student learning and classroom progress is not used to determine personal growth needs • Does not make changes in instructional practice and continues to teach in the same manner year after year 	<ul style="list-style-type: none"> • Occasionally reflects on instructional impact and occasionally adjusts instruction • Uses data, but does not see the interrelatedness of the standards and professional growth plan does not match needs identified in the data 	<ul style="list-style-type: none"> • Reflects on impact of instruction on student learning and makes adjustments to meet the needs of individual students on a regular basis • Uses data and sees the interrelatedness of student learning, instructional practice and professional growth and plans professional growth plan accordingly 	<ul style="list-style-type: none"> • Consistent reflection on instructional impact and insightfully, immediately, and seamlessly adjusts instruction to match needs of students • Uses multiple sources of data and input from others and links the three standards: student learning, instructional practice, and professional growth on a regular basis tying all aspects to the development of their professional growth plan

Common Rubric for Teacher Performance

Standard 8- Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Identifies, defines and implements instruction based on collaboration with colleagues
- Understands that communication amongst all shareholders is integral to the teaching field

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Does not communicate effectively with parents or others on a consistent basis • Rarely collaborates with grade level or department members • Does not utilize information such as that obtained at PD sessions to share content with other grade level or department members 	<ul style="list-style-type: none"> • Communicates with parents and others on an inconsistent basis • Only collaborates occasionally within their grade level or discipline • Uses information such as that obtained at PD sessions to share content within their classroom 	<ul style="list-style-type: none"> • Communicates with parents and others on their grade level but not with the school community as a whole • Collaborates within their own grade level or discipline • Is a resource for other teachers by sharing PD information and training within their own grade level or discipline 	<ul style="list-style-type: none"> • Provides outreach to parents and others through meetings and communication to community stakeholders • Collaborates with other departments and/or grade levels to plan instruction • Shares information and PD training with the district and is a resource for teachers in and out of their grade level or discipline

Common Rubric for Teacher Performance

Standard 9– Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan

- Utilizes professional growth plan as a tool for self reflection and progress
- Reflects on teaching and finds ways to better instructional strategies
- Remains current with requirements and expectations of district and state

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Does not meet minimum number of professional development hours • Does not implement professional development ideas • Does not reflect on professional needs and does not plan effectively for professional development opportunities 	<ul style="list-style-type: none"> • Meets minimum professional development requirements by the district but flexible hours may not be applicable • Does not implement professional development ideas effectively • Is not reflective of their own professional and instructional needs and may attend professional development that is unrelated to those needs 	<ul style="list-style-type: none"> • Meets minimum required PD provided by the district including quality flexible hours • Implements professional development and shares with the school information and professional development obtained and is a resource for teachers of his/her discipline • Is reflective of own professional and instructional needs and seeks professional development that enhances the teacher's growth plan 	<ul style="list-style-type: none"> • Goes above and beyond minimum professional development hours by attending quality training offered in and out of the district • Implements professional development and shares with district information and professional development obtained and is a resource for teachers in and out of his/her own discipline • Reflects on the impact of professional development as measured by student achievement and plans for future growth opportunities

Common Rubric for Teacher Performance

Standard 10- Provides Leadership within School/Community/Profession

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being

- Participates in leadership opportunities
- Actively seeks out leadership opportunities

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Does not take advantage of leadership opportunities • Does not show up to committees and provides excuses for not attending meetings on a regular basis • Is rarely punctual and attendant within the realm of regular teacher duties • Rarely performs duties consistent with school and community goals • Does not adhere to the professional code of ethics and School Board policies 	<ul style="list-style-type: none"> • Attends committee, school, and district meetings with minimum participation and sees that participation as an obligation • Is generally punctual and attendant within the realm of regular teacher duties • Generally performs duties consistent with school and community goals • Generally adheres to the professional code of ethics and School Board policies 	<ul style="list-style-type: none"> • Serves on school or district committees • Makes contributions to the grade level or discipline in developing curriculum, programs and planning • Is punctual and attendant within the realm of regular teacher duties • Performs duties consistent with school and community goals • Adheres to the professional code of ethics and School Board policies 	<ul style="list-style-type: none"> • Teacher's professional work benefits district as teacher participates on out of district, multiple district, state and national committees • Designs, organizes, and presents educational opportunities for teachers, parents, or community members • Consistently punctual and attendant within the realm of regular teacher duties • Is the model for performing duties consistent with school and community goals • Is the model of the professional code of ethics and School Board policies

Common Rubric for Guidance Counselor Performance

Standard 1- Demonstrates Proficiency in Developmental Guidance Curriculum

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Is unaware of the developmental and transitional needs of students • Does not evaluate the curriculum to address academic expectations or impact on life-long learning • Curricular development and leadership techniques are ineffective 	<ul style="list-style-type: none"> • Is aware of the developmental and transitional needs of students but does not implement programs or strategies to facilitate development of skills • Evaluates the learning environment and curriculum but does little to implement effective programming or curricular development or makes only sporadic changes • Curricular development and leadership is only somewhat effective 	<ul style="list-style-type: none"> • Is aware of developmental and transitional needs of students and implements effective approaches to facilitate development of skills. • The learning environment and curriculum are evaluated and needed changes are made to promote life-long learning and successful transitions • Utilizes effective leadership techniques in development of curriculum 	<ul style="list-style-type: none"> • Proactively seeks out opportunities and approaches to help student develop life-long skills to in their development and transition to life changes • The learning environment and curriculum are consistently evaluated and manipulated to ensure that students are prepared for successful transitions • Curricular development and leadership techniques utilized are innovative

Common Rubric for Guidance Counselor Performance

Standard 2- Demonstrates Proficiency in Individual/Small Group Counseling

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Resources are available to the students, but the guidance counselor is not interested in promoting their use Is unaware of the student issues and show no empathy to student concerns Does not respond to student conflict or promote student wellness within the school Does not respect student information and shares confidential information with people who do not have a need to know 	<ul style="list-style-type: none"> Resources are available to students, not readily provided to the population of the school or promoted only when asked Is aware of student concerns, but is slow to respond or shows little empathy Responds to student wellness but does not provide needed follow-up Generally keeps information confidential and at times shares too much information that results in identification of students 	<ul style="list-style-type: none"> Promotes and uses a variety of materials, resources and techniques to address student issues Is supportive of students and responds in a timely manner to the individual needs of students Responds to student conflict and student wellness within the school and provides consistent follow-up Respects confidential information and does not share information with people who do not have a need to know and provides a safe setting for students to present concerns and issues 	<ul style="list-style-type: none"> Consistently uses resources and promotes innovation resources and techniques to student issues Empowers students to develop and use their own resources Puts programs and strategies in place to address long-term resolution Takes extra precaution to keep all student information confidential and provides a safe setting for students to present needs and concerns

Common Rubric for Guidance Counselor Performance

Standard 3 – Demonstrates Proficiency on Consultation/Collaboration/Coordination

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Rarely consults with parents, teachers, staff, administrators and others when dealing with students • Does not recognize barriers to student learning in respects to diversity and individual differences or intervene in crises situations with appropriate referrals • Does not facilitate successful communication between and among teachers, parents and students • Is unaware of community resources able to provide or attempt to locate needed resources, to address student issues that are not aligned with school or community goals • Does not coordinate school and community resources services for students 	<ul style="list-style-type: none"> • Inconsistently consults with parents, faculty, staff, administrators and others to enhance their work with students • Recognizes that students have barriers to learning but does not intervene with appropriate referral services respecting student diversity and individual differences • Inconsistently facilitates communication among and between parents, teachers and students • Is aware of community resources but does not make appropriate referrals; uses only school resources and they are not aligned with school or community goals • Inconsistently coordinates school and community resources for students and provides limited follow-up to ensure consistency of services 	<ul style="list-style-type: none"> • Consults consistently and effectively with parents, faculty, staff, administrators, outside agencies and others to enhance their work with students • Implements appropriate strategies to reduce barriers to student learning and to make sure resources are in place to facilitate the learning environment respecting diversity and individual differences • Consistently facilitates communication between and among parents, teachers, and students to perform duties consistent with school and community goals • Knows and utilizes school and community referral resources to address student issues and needs • Coordinates with the school and community to provide resources for students and provides follow-up services 	<ul style="list-style-type: none"> • Anticipates student issues and proactively consults with parents faculty, staff, administrators and others • Proactively develops and implements referral services to reduce barriers respecting diversity and individual differences and involves others as appropriate resolving barriers to student learning • Provides outreach to parents, teachers and students through consistent communication using a variety of media and aligned with school and community goals • Maintains a list of and uses a variety of available school and community resources and constantly seeks to build the list • Becomes a key figure in coordinating resources for students, including consistent and on-going follow-up

Common Rubric for Guidance Counselor Performance

Standard 4- Demonstrates Proficiency with Assessment

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Does not participate in planning or evaluating the district/school testing program • Does not and cannot assess, interpret and communicate learning results to students, faculty, parents and the community • Does not use assessment results and other student data to collaborate on specific student issues, such as assessment of special needs students, formulating student career/graduation plans, transitions from one level to the next 	<ul style="list-style-type: none"> • Participates in the planning and evaluation of the district/school testing program only when directed • Can assess, interpret and communicate learning results to students, faculty, parents and the community, but will do so only when directed • Occasionally uses assessment results and other student data to collaborate on specific student issues, such as assessment of special needs students, formulating student career/graduation plans, transitions from one level to the next 	<ul style="list-style-type: none"> • Actively participates in planning and evaluating the district/school testing program • Effectively interprets and communicates learning results to students, faculty, parents and the community • Consistently uses assessment results and other student data to collaborate on specific student issues, such as assessment of special needs students, formulating student career/graduation plans, transitions from one level to the next 	<ul style="list-style-type: none"> • Looks for and recommends suggestions for improving the district/school testing program • Show initiative by taking a lead in interpreting and communicating learning results to students, faculty, parents and the community • Proactively analyzes assessment results and other student data to plan for specific student issues, such as assessment of special needs students, formulating student career/graduation plans, transitions from one level to the next

Common Rubric for Guidance Counselor Performance

Standard 5 – Adheres to Professional Standards

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Ignores the professional code of ethics of the American Counseling Association, American School Counseling Association and the Code of Ethics adopted by the Kentucky Professional Standards Board • Does not adhere to federal/state regulations related to education and child protection • Professional development requirement is met, but does not have relevance in the field • Is not knowledgeable about the position statements of professional organization and • Does not advocate for the best practices of the profession • Does not follow the professional code of ethics 	<ul style="list-style-type: none"> • Inconsistently adheres to the professional code of ethics of the American Counseling Association, American School Counseling Association and the Code of Ethics adopted by the Kentucky Professional Standards Board • Inconsistently adheres to federal/state regulations related to education and child protection • Professional development is seen as an obligation and not an opportunity • Is knowledgeable about the position statements of professional organization, but does not advocate for the best practices of the profession • Generally follows the professional code of ethics 	<ul style="list-style-type: none"> • Consistently adheres to the professional code of ethics of the American Counseling Association, American School Counseling Association and the Code of Ethics adopted by the Kentucky Professional Standards Board • Consistently adheres to federal/state regulations related to education and child protection • Attends specific trainings and professional development to bring information from outside of the district • Is knowledgeable about the position statements of professional organization and consistently advocates for the best practices of the profession • Adheres to the professional code of ethics 	<ul style="list-style-type: none"> • Is diligent about meeting the professional code of ethics of the American Counseling Association, American School Counseling Association and the Code of Ethics adopted by the Kentucky Professional Standards Board • Is diligent about adhering to federal/state regulations related to education and child protection • Seeks out specific trainings and professional development to bring information from outside of the district and at times presents at those trainings • Participates actively in professional organizations to develop the position statements and best practices of the profession • Is a model of the professional code of ethics and shares insight

Common Rubric for Guidance Counselor Performance

Standard 6– Demonstrates Professional Leadership and Responsibility including Attendance and Punctuality

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Does not promote positive relationships within and between the school and community and is not seen as a team player Does not participate in professional organizations, activities, or growth Does not participate in policy design and development at the local level, within professional organizations and/or within the community Does not adhere to school board and council policies and administrative procedures; is rarely punctual and attendant 	<ul style="list-style-type: none"> Attempts to builds positive relationships within and between the school and community, but is not always seen as a team player Occasionally attends a conference/workshop/ activity offered by professional organizations but does not implement new information Occasionally participates in policy design at the local level, within professional organizations and/or within the community Inconsistently adheres to school board and council policies and administrative procedures, including punctuality and attendance issues 	<ul style="list-style-type: none"> Builds positive relationships within and between school and community through effective listening, conflict resolution and group facilitation skills Attends conferences/workshops/ activities at the local school and within professional organizations, implements those ideas and shares information with colleagues Is an active participant in policy design at the local level and within professional organizations; shares information with colleagues and develops educational projects and programs Consistently adheres to school board and council policies and administrative procedures; is consistently punctual and attendant 	<ul style="list-style-type: none"> Is diligent about building positive relationships in a manner that reflects sensitivity to a multicultural and global perspective Is actively involved in professional organizations, writes for publication, presents at conferences , conducts, and implements professional development Consistently participates in policy design and development at the local school, within professional organizations and/or within the community with educationally related activities Is diligent about adhering to school board and council policies and administrative procedures; exceeds expectations for attendance and punctuality as designated by board policy

Common Rubric for Guidance Counselor Performance

Standard 7- Demonstrates the Implementation of Technology

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • No attempt is made to integrate technology in a student centered learning or individual work setting • Does not use technology to collect or analyze data or use results to improve instructional practice or student learning • Does not use technology to facilitate aspects of job performance • Does not answer emails or does not answer in a timely manner and technology is used for personal means 	<ul style="list-style-type: none"> • Uses technology effectively, but does not facilitate students, faculty and staff to use technology on their own • Uses technology to collect data but does not use the results to improve instructional practice or student learning • Has limited technology implementation and uses only one type of technology • Communicates within district and inconsistently with others 	<ul style="list-style-type: none"> • Promotes the use of technology and helps integrate technology into the learning environment in own work setting • Uses technology to collect data and uses results to improve instructional practice and student learning • Effectively uses technology to facilitate their job and encourages student and faculty to utilize technology • Effectively and consistently communicates within district and with parents, students and others in the performance of their duties 	<ul style="list-style-type: none"> • Assumes responsibility to develop and implement innovative uses of technology into the learning environment and in own work setting • Uses technology to collect data and to innovatively improve instructional practice and student learning • Consistently looks for ways to develop and implement technological approaches facilitate own job and help others utilize technology in their work or instructional setting • Develops innovative ways to consistently and effectively communicates with others and to promote the development of effective communication skills of students and faculty

Common Rubric for Library Media Specialists Performance

Standard 1- Demonstrates Proficiency as Administrator of the Library Media Program

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Resources are not available to the staff and students Materials and programming are the same as they have always been and there is no inclination to change No collaboration with other media specialists, teachers, or administration Is unaware of the condition or distribution and collection of the inventory 	<ul style="list-style-type: none"> Library Media resources are readily available to the population of the school but the media specialist does not promote their use Examines current programming and materials in a sporadic manner, and does not seek to innovate Works in own media center and only occasionally works with other members of the school staff Collections are purged, but only occasionally and distribution techniques are not consistent 	<ul style="list-style-type: none"> Promotes innovation through the use of promotional materials advertising Library Media resources, etc. Evaluates current programming seeking and evaluating materials and programs Collaborates with other library media staff within district Is a member of the state listserv for library media specialists Uses current library software to purge collections, take annual inventory, and maintains distribution 	<ul style="list-style-type: none"> Actively brings the Library Media resources to the classroom, the teachers, and the community Proactively evaluates current programming seeking and evaluating materials and programs Utilizes the listserv and other library media staff to promote innovation and ideas with district, state, and national members Inventory and distribution are used as tools to hone collection and seen as an opportunity to review materials

Common Rubric for Library Media Specialists Performance

Standard 2- Demonstrates Proficiency as a Teacher

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> Information literacy is not an integral part of the curriculum and there is no impetus for change The learning environment is not at all conducive to learning and actually inhibits the learning process that respects diversity and individual differences Outside of a system for checking books in and out, no technology or information literacy is used with teachers, students, or staff Is rarely punctual and attendant within the realm of regular duties 	<ul style="list-style-type: none"> Information literacy is occasionally taught, but not on a consistent basis The learning environment is intermittently evaluated for effect, but changes are only sporadically made that respects diversity and individual differences Information literacy and technology are only integrated when training is given and/or it is a district mandate Is generally punctual and attendant within the realm of regular duties 	<ul style="list-style-type: none"> Teaches information literacy as an integral part of the curriculum Evaluates learning environment to promote learning that respects diversity and individual differences Incorporates information literacy and technology into teaching environment on a consistent basis and shares with teachers at the school Is punctual and attendant within the realm of regular duties 	<ul style="list-style-type: none"> Proactively seeks out opportunities to impart information literacy with staff and students The learning environment is consistently evaluated and manipulated to ensure that it is optimal for the promotion of learning that respects diversity and individual differences Seeks out ways to include information literacy and technology into the teaching environment and shares those instructional strategies with other teachers at district and larger events Consistently punctual and attendant within the realm of regular duties

Common Rubric for Library Media Specialists Performance

Standard 3- Demonstrates Proficiency as an Instructional Partner

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Is unaware of the school curriculum and does not regularly work with teachers or students • Digital citizenship is not emphasized as a part of collaboration or curriculum • Does not work with teachers on lesson planning or incorporation of existing materials • Is not aware of state or local changes and cannot communicate them to the staff, administration or students • Performance of duties is not consistent with school and community goals at all • Does not adhere to the professional code of ethics 	<ul style="list-style-type: none"> • A precursory knowledge of the school curriculum allows library media specialist to incorporate training when asked by teachers • Digital citizenship is taught and implemented, but the importance of the concept is lost • Works with teachers on lesson planning, but only when asked and the incorporation of existing materials is sporadic • Has awareness of state regulations and programs but does not make staff aware of the changes and programs • Demonstrates performance of duties inconsistent with school and community goals • Generally adheres to the professional code of ethics 	<ul style="list-style-type: none"> • Shows a knowledge of the school curriculum and provides access to support and related materials for students, staff, and administration • Collaborates with classroom teachers to make sure that the components of digital citizenship are taught • Incorporates existing materials into lesson planning collaboration with teachers • Is aware and proactive with state regulations and programs and makes staff aware of the same • Demonstrates performance of duties consistent with school and community goals • Adheres to the professional code of ethics 	<ul style="list-style-type: none"> • Shows a general knowledge of the school curriculum and provides access to support and related materials for students, staff, and administration • Collaborates with classroom teachers from across the district and beyond to ensure that the importance of digital citizenship is understood • Incorporates existing materials into lesson planning and modeling when collaborating with teachers at their home school and across the district • Is aware and proactive with state regulations and programs and works to implement change in the classroom • Anticipates performance of duties consistent with school and community goals • Is a model of the professional code of ethics

Common Rubric for Library Media Specialists Performance

Standard 4- Demonstrates Proficiency as Information Specialist

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • Scheduling of the media center is difficult and creative opportunities for scheduling are not entertained • Materials are either not updated or, when they are, they are not updated with the needs of the entire school in mind at all • Professional development requirement is met, but does not have relevance in the field 	<ul style="list-style-type: none"> • Scheduling of the media center is a chore and/or seen as an inconvenience • Materials selection is hit or miss in regards to the curriculum. Occasionally materials interact with the curriculum, but it is not a conscious effort • Professional development is seen as an obligation and not an opportunity for new idea implementation 	<ul style="list-style-type: none"> • Is flexible with scheduling of media center to incorporate various groups from the school • Selects materials collection based on the needs of the school curriculum and maintains that collection with regards to the curriculum • Is innovative with materials selection • Attends specific trainings and professional development to bring and implement information from outside of the district 	<ul style="list-style-type: none"> • Looks for opportunities to incorporate various groups from the school and the community at large • Selects materials collection based on the needs of the school curriculum and needs of the community and maintains that collection with regards to the curriculum • Materials selection shows that creative thought and application are part of the choice process • Seeks out specific trainings and professional development to bring and implement information from outside of the district and at times presents at those trainings

Common Rubric for Library Media Specialists Performance

Standard 5- Demonstrates the Implementation of Technology

Does Not Meet	Needs Improvement	Meets	Exceeds
<ul style="list-style-type: none"> • No attempt is made to integrate student technology interaction and no technology is used in the construction and implementation of lessons • Does not utilize available software through textbook, district, or other means; or technology is used, but not effectively • Does not answer emails or does not answer in a timely manner and technology is used for personal, not instructional means 	<ul style="list-style-type: none"> • Uses technology effectively during the course of instruction, but students do not use technology on their own or at the instruction of the media specialist • Has limited technology implementation and use only one type of technology; for example, only uses Power Point to give notes or presentations • Communicates within district and inconsistently with others 	<ul style="list-style-type: none"> • Students are allowed to use technology and integrate into learning • Students and media specialists complete multimedia presentations • Effectively communicates within district and with others in the performance of their duties 	<ul style="list-style-type: none"> • Students and media specialist use emerging technology including communication, web 2.0, and other tools as they become available to enhance and extend the learning of students • Uses technology in innovative ways to present curriculum • Encourages students to use technology in innovative ways to facilitate their own learning

Definitions of Terms

Action Plan	A sequential list of activities that will be carried out to achieve an objective
Administrator	Any certified staff person other than the classroom teacher or librarian.
Assistant Principal	At the direction of the principal, works with the evaluatees and department heads in various phases of the evaluation process in ways that may assist the <ul style="list-style-type: none"> • Evaluatee • Department Head • Prime Evaluator
Director of Teaching & Learning	Facilitates the carrying out of the evaluation process, performing such services as <ul style="list-style-type: none"> • Providing professional development assistance to those involved in the process • Giving advice and assistance in the formulation of instructional objectives and growth plans • When requested, observing the evaluatee and making suggestions to improve performance • Responding to requests to diagnose difficulties being encountered in the attainment of professional growth plans and making suggestions to overcome the problems • Chairing the Evaluation Advisory Committee • Serving as prime evaluator
Characteristics of Objectives	Qualities that should be taken into account in deciding the suitability of an objective so that it may be <ul style="list-style-type: none"> • Challenging • Realistic • Relevant
Comprehensive Program of Evaluation	A program that provides for the evaluation of the performance of both teaching personnel, administrators and supervisors.
Conference	A meeting involving the evaluator and the certified employee in order to provide feedback from the evaluator, to analyze results of observation(s), and other information to determine accomplishments and areas for growth leading to the establishment or revision of a professional growth plan.
Contributor	One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or the evaluator

Corrective Action Plan	A plan developed by either the certified staff member and/or the supervisor for changes in behavior either during the summative conference or when an immediate change in behavior by the certified staff member is needed.
Department Head	Serves in the capacity of a contributor in the evaluation process in the following manner <ul style="list-style-type: none"> • Confers with the evaluatee with regard to the latter's needs (Step 2) • Assists the evaluatee in drafting potential growth plans • Assists the evaluatee in the implementation process, including classroom observations (Steps 4 and 5) • Confers with prime evaluator, as requested, regarding progress the evaluatee is making in the achievement of the growth plans • Makes recommendations to the prime evaluator with regard to the assessments of results
Evaluatee	The individual who is being evaluated
Evaluation	The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership management situation based on predetermined criteria, through observation and other data gathering means. (Should also include the establishment & monitoring of professional growth plan.)
Evaluation Assessments	The estimates of accomplishment of the specific objectives and overall effectiveness in broad areas of responsibility
Evaluation Cycle	The seven-step process in the Fort Thomas Evaluation Model resulting in a full evaluation of performance
Evaluation Data	Information, usually obtained by observations and/or other contacts between the evaluatee and evaluator, that will shed light upon the progress which is being made in the performance of standards and in the attainment of specific objectives
Evaluation Folder	A folder, kept by both evaluatee and evaluator, in which all worksheets, forms, and other information can be kept that relates to the carrying out of the evaluation process
Evaluation Model	The graphic description of the sequential steps in the Fort Thomas Evaluation Program
Evaluation Timetable	The specific steps in the Fort Thomas Evaluation process with dates for completion
Evaluator	See "Prime Evaluator"

Follow up	The plans agreed upon in the summative conference by the evaluator and evaluatee, which the latter may wish to continue in the coming year or in the next evaluation cycle.
Formative Evaluation	A continuous cycle of collecting evaluation information and interacting or providing feedback and suggestions regarding the teaching or administrative performance of a certified employee.
Frequency of Evaluations	The stated intervals at which full evaluation is to take place.
Full Evaluation Implementation of Professional Growth Plans	The completion of all seven steps in the Fort Thomas Evaluation Model. Carrying out the activities, which are stated in the plan of action or each objective.
Indicators	The sub-points (elements) under each broad area of responsibility, which help to define the scope of that area. Measurable behavior outcomes which demonstrate performance criteria.
Formative Conference	A meeting of the evaluatee and evaluator about midway in the evaluation process (Step 5 of the Fort Thomas program) at which decisions are made about modifying objectives, changing action steps, or adopting new objectives, if necessary, in order to keep the professional growth plan on target.
Job Category	Used to signify a group or class or positions with closely related functions.
Needs or Areas to Emphasize	Those items (indicators) under major area of the performance criteria which may be identified as being possibilities for developing specific objectives. These needs are identified in step 2 of the Fort Thomas Evaluation Program.
Objectives	The statements of specific intentions to accomplish desired outcomes .
Observations	Visitations or contacts conducted by the evaluator to ascertain the status of achievement of objectives or the classroom performance of the evaluatee. A process of gathering information based on predetermined criteria in the district plan.
Performance Criteria	Performance areas, skills, outcomes on which the certified employee shall be evaluated based on the district plan; The duties and responsibilities, expressed in terms of broad areas and indicators under each, for teachers and administrators.
Position	Used to signify a professional role in the school district (e.g. teacher, secondary principal, assistant principal)

Prime Evaluator	The one who is directly responsible for the supervision of the evaluatee and who makes the assessments of his or her performance
Principal	<p>Serving in the capacity of prime evaluator</p> <ul style="list-style-type: none"> • Reviews evaluatee's proposed growth plans (Step 7) • Observes evaluatee and makes suggestions • Confers with Department Head and evaluatee as circumstances require (Steps 4 and 5) • Assesses performance of evaluatee (Step 5) • Conducts summative conference with evaluatee (Step 8)
Professional Growth Plan	The combination of an objective and n action plan. A plan whereby the evaluatee is given assistance for becoming more proficient as a teacher or administrator. The individualized plan includes objectives, a plan for achieving objectives and a method for evaluating success. The plan shall be aligned with specific goals and objectives of the school/district improvement and professional development plans.
Purposes of Evaluation Self-Assessment	The justification for the process itself.
Self-Assessment	The process of evaluation carried out by the evaluatee with minimum participation by the evaluator. The individual determines needs, sets objectives and action plans, carries them out, and assesses results as a self-initiated and self-implemented process.
Common Rubric for Performance	Acceptable qualitative level of performance expected of effective teachers or administrators.
Summative Conference	The meeting of the evaluatee and evaluator (Step 7 in the Fort Thomas Plan) to discuss the implications of the year's work and to make plans for the future
Summative Evaluation	The summary of and conclusions from all evaluations data, including but not limited to the formative evaluation data. The summative evaluation shall occur at the end of an evaluation cycle and shall include a conference involving the evaluator and the evaluated certified employee, and a written report.
Superintendent	Serves in the capacity of prime evaluator of the administrators
Teacher	Any certified staff person who directly instructs students, including library media specialist

LESSON DESIGN

*“If the student cannot demonstrate learning or achievement,
the student has not failed – WE have failed the student.”*

1. Lesson Objective

States what the student will be able to do and why it is important. What will the student be able to do as a result of the lesson?

What Academic Expectations are being addressed? What pieces of Core Content and the Program of Studies are you targeting? What topics being addressed are reflected in the district curriculum guide?

You should use Bloom’s level of taxonomy to describe to what level or degree the student should be able to accomplish the task.

The goals and objectives of the lesson should be shared with the student so s(he) understands the lesson’s purpose.

2. Motivation – Focus Activity

An opportunity for learners to bring forward previous learning and begin to focus on the objective at hand. This activity should provide meaning and involve the learner. Examples of anticipatory sets would include bell ringers, journals, inquiry-based experiments, questions, etc.

The anticipatory set should focus on an essential question.

3. Learning Activities

How are students going to get the information they need to be able to accomplish the objective?

What information do students need? How is it going to be achieved?

Lecture	DVD	Inquiry Groups
Demonstration	Experiment	Research/Internet
Reading	Experiential Activity	Cooperative Learning

At some point in the lesson, students should be able to match the abstract with the concrete. They need to see an accurate example of the product or process being taught.

Can you design learning activities that address a variety of learning styles?

There should be a balance between teacher-directed and student-centered activities.

What research-based instructional strategies are being used?

- Identifying Similarities & Differences
- Reinforcing Effort & Providing Recognition
- Nonlinguistic Representations
- Setting Objectives & Providing Feedback
- Questions, Cues & Advance Organizers
- Summarizing & Note Taking
- Homework & Practice
- Cooperative Learning
- Generating & Testing Hypotheses
-

4. Practice & Reinforcement

Students should be given the opportunity to practice (either in groups or independently) the concept or skill. Teachers can use guided practice to monitor and provide feedback. Students should have the opportunity to practice independently through homework.

5. Assessment

How is the teacher going to measure what the student has learned? How will the student demonstrate that he or she has mastered the objective?

All assessments should clearly measure the lesson's objectives if they are to be truly effective.

Test (traditional, open response)
Writing Assignment (essay, letter, brochure, speech)
Project or other culminating performance
Authentic Assessment

Are students who don't master the objective provided with opportunities for remediation?

FORT THOMAS INDEPENDENT SCHOOLS
Lesson Plan Format for Observations

Teacher	
Class	
Lesson Topic	

Date	
Grade	
# of IEPs	

A. Where is the lesson in the sequence of the unit? (What happened before, what happens next?)

B. What are the essential questions? (How will you help students reach answers to these questions during the lesson?)

C. What specific objectives are there to the following curriculum documents:

1. District Curriculum Guide (please cite specific unit, content, etc.)
2. Program of Studies
3. Core Content for Assessment

D. How do you plan to check for understanding? (Using higher-ordered questioning techniques.)

E. How do you plan to assess students' understanding of the content or skills? (Please include the assessment you plan to use.)

☐ Writing Portfolio Activities ☐ Open Response Questions ☐ Traditional Form ☐ Culminating Performance

What opportunities are provided for remediation/differentiation?

F. What is the lesson sequence? What are you doing? More importantly, what are the students doing? (Please list all the steps of the lesson in order, then specify which are teacher directed and which are student-centered.) Use back of sheet.

LESSON SEQUENCE

Time (Minutes)	Activity	Research-Based Instructional Strategies Used (If any)
		<input type="checkbox"/> Identifying Similarities & Differences <input type="checkbox"/> Summarizing & Note Taking <input type="checkbox"/> Reinforcing Effort & Providing Recognition <input type="checkbox"/> Homework & Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Setting Objectives & Providing Feedback <input type="checkbox"/> Generating & Testing Hypotheses <input type="checkbox"/> Questions, Cues, & Advance Organizers
		<input type="checkbox"/> Identifying Similarities & Differences <input type="checkbox"/> Summarizing & Note Taking <input type="checkbox"/> Reinforcing Effort & Providing Recognition <input type="checkbox"/> Homework & Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Setting Objectives & Providing Feedback <input type="checkbox"/> Generating & Testing Hypotheses <input type="checkbox"/> Questions, Cues, & Advance Organizers
		<input type="checkbox"/> Identifying Similarities & Differences <input type="checkbox"/> Summarizing & Note Taking <input type="checkbox"/> Reinforcing Effort & Providing Recognition <input type="checkbox"/> Homework & Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Setting Objectives & Providing Feedback <input type="checkbox"/> Generating & Testing Hypotheses <input type="checkbox"/> Questions, Cues, & Advance Organizers
		<input type="checkbox"/> Identifying Similarities & Differences <input type="checkbox"/> Summarizing & Note Taking <input type="checkbox"/> Reinforcing Effort & Providing Recognition <input type="checkbox"/> Homework & Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Setting Objectives & Providing Feedback <input type="checkbox"/> Generating & Testing Hypotheses <input type="checkbox"/> Questions, Cues, & Advance Organizers
		<input type="checkbox"/> Identifying Similarities & Differences <input type="checkbox"/> Summarizing & Note Taking <input type="checkbox"/> Reinforcing Effort & Providing Recognition <input type="checkbox"/> Homework & Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Setting Objectives & Providing Feedback <input type="checkbox"/> Generating & Testing Hypotheses <input type="checkbox"/> Questions, Cues, & Advance Organizers
		<input type="checkbox"/> Identifying Similarities & Differences <input type="checkbox"/> Summarizing & Note Taking <input type="checkbox"/> Reinforcing Effort & Providing Recognition <input type="checkbox"/> Homework & Practice <input type="checkbox"/> Nonlinguistic Representations <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Setting Objectives & Providing Feedback <input type="checkbox"/> Generating & Testing Hypotheses <input type="checkbox"/> Questions, Cues, & Advance Organizers

KAR 3:345. Evaluation guidelines.

Appendix C

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

(f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.

(g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.

(h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.

(i) Summative evaluation shall occur annually for an administrator.

(j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.

(k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.

(l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and post-conferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

(a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;

(b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be

conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;

(c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and

(d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

(a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and

(b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

1. Use of the local evaluation process;

2. Identification of effective teaching and management practices;

3. Effective observation and conferencing techniques;

4. Establishing and assisting with certified employee professional growth plans;

5. Summative evaluation techniques; or

6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

(1) Right to a hearing as to every appeal;

(2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and

(3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

(a) Cycle;

(b) Observation frequency;

(c) A form; or

(d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

KRS 156.557 Standards for improving performance of certified school personnel -- Criteria for evaluation -- Content of programs -- Administrative regulations -- Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation systems -- Assistance to improve evaluation systems.

- (1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.
- (2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:
 - (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
 - (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
 - (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
 - (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
 - (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
 - (f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
 - (g) Demonstration of the effective use of resources, including technology;
 - (h) Demonstration of professional growth;
 - (i) Adherence to the professional code of ethics; and
 - (j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.
- (3) The certified employee evaluation programs shall contain the following provisions:
 - (a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.
 - (b) The local evaluation system shall include formative evaluation and summative evaluation.
 1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
 2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:
 - a. Occur at the end of an evaluation cycle; and
 - b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.
 - (c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:
 1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
 2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
 3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
 4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
 5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
 6. The training requirement for evaluators contained in subparagraph 4 of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and

2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;

3. Assistance and support for improvement shall be provided by the school district; and

4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;

2. A clear time frame for proposed actions is provided the employee; and

3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen (15) school districts to review and ensure appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

Effective: July 14, 2000

History: Created 2000 Ky. Acts ch. 527, sec. 4, effective July 14, 2000.

ADMINISTRATOR FORMS

Professional Growth Plan for Administrators

Certified Employee _____

Prime Evaluator _____

School Year(s) _____ School/Location _____

Identified Standard: State the standard (and indicator) identified for improvement.

- | | |
|--|--|
| _____ 1. Vision
_____ 2. School Culture and Learning
_____ 3. Management | _____ 4. Collaboration
_____ 5. Integrity, Fairness, Ethics
_____ 6. Demonstrates Implementation of Technology |
|--|--|

Objective/Outcome(s): List the desired (outcome or change) to be accomplished.

This can be one of the demonstrators listed under the identified standard in the evaluation handbook.

Action Plan: Explain what activities or strategies the certified employee will use to achieve the objective(s) including Professional Development activities, evaluator assistance, college classes, professional reading, observation of master teachers, etc.

	E	M	P/C	B

Performance Appraisal and Timeline: State the method by which progress will be measured and monitored.

	E	Results exceeded desired outcome(s)
	M	Results met desired outcome(s)
	P/C	Progressing, not complete – Continuing
	B	Results were below desired outcome(s)

Certified Employee's Signature

Date

Evaluator's Signature

Observation/Conference Report for Administrators

Evaluatee _____

School/Office _____

Grade(s) or Subject(s) Taught _____

Evaluator _____ School/Office _____

Contributor _____ School/Office _____

Summary of (Check):

☐ Observation

Date and Time _____

☐ Conference

Date and Time _____

Summarize briefly those aspects of performance, which were related to the objectives, and/or overall performance, which were observed or discussed in the conference. Include, wherever possible, suggestions and recommendations that may be useful in further fuller achievements in both areas.

Comments of evaluator or contributor

Commendations

Recommendations

--	--

Comments of the Evaluatee

--

Signed _____

Evaluator or Contributor

Date _____

Signed _____

Evaluatee

Date _____

Summative Evaluation Form for Administrators

This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

	First	Second	Third
Date(s) of Observation(s)	_____	_____	_____
Date(s) of Conference(s)	_____	_____	_____

Ratings

Standards

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Implementation of Technology

Exceeds	Meets	Improvement Needed	Does Not Meet

Evaluator's Comments:

Evaluatee's comments may be submitted in writing and attached to this form.

To be signed after all information above has been completed and discussed:

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Signature _____ Date _____

Evaluator: _____
 Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of the Fort Thomas School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment
☐ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

*Any rating in the "Does Not Meet" Column requires the development of an Individual Corrective Action Plan.

**Improvement needed reflected in PGP

Individual Corrective Action Plan for Administrators

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating on the Summative Evaluation OR when an immediate change is required in behavior.

Name _____

Date _____ **Work Site** _____

Standard	*Present <i>PG</i> Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
_____ (Evaluatee's Signature) _____ (Date)	_____ (Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

*Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

Evaluation Appeal Form for Administrators

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title

Building

Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature

Date

Related Procedures:
03.18 AP.11, 03.18 AP.12

TEACHER FORMS

Professional Growth Plan for Teachers

Certified Employee _____

Prime Evaluator _____

School Year(s) _____ School/Location _____

Identified Standard: State the standard (and indicator) identified for improvement.

- | | |
|--|--|
| <input type="checkbox"/> 1. Demonstrates Applied Content Knowledge
<input type="checkbox"/> 2. Designs and Plans Instruction
<input type="checkbox"/> 3. Creates and Maintains Learning Climate
<input type="checkbox"/> 4. Implements and Manages Instruction
<input type="checkbox"/> 5. Assesses Learning | <input type="checkbox"/> 6. Implementation of Technology
<input type="checkbox"/> 7. Reflects/Evaluates Teaching/Learning
<input type="checkbox"/> 8. Collaborates with Colleagues/Parents/Others
<input type="checkbox"/> 9. Engages in Professional Development
<input type="checkbox"/> 10. Leadership within School/Community/Profession |
|--|--|

Objective/Outcome(s): List the desired (outcome or change) to be accomplished.

This can be one of the demonstrators listed under the identified standard in the evaluation handbook.

Action Plan: Explain what activities or strategies the certified employee will use to achieve the objective(s) including Professional Development activities, evaluator assistance, college classes, professional reading, observation of master teachers, etc.

	E	M	P/C	B

Performance Appraisal and Timeline: State the method by which progress will be measured and monitored.

	E	Results exceeded desired outcome(s)
	M	Results met desired outcome(s)
	P/C	Progressing, not complete – Continuing
	B	Results were below desired outcome(s)

Certified Employee's Signature

Date

Evaluator's Signature

Observation/Conference Report for Teachers

Evaluatee _____

School/Office _____

Grade(s) or Subject(s) Taught _____

Evaluator _____ School/Office _____

Contributor _____ School/Office _____

Summary of (Check):

☐ Observation

Date and Time _____

☐ Conference

Date and Time _____

Summarize briefly those aspects of performance, which were related to the objectives, and/or overall performance, which were observed or discussed in the conference. Include, wherever possible, suggestions and recommendations that may be useful in further fuller achievements in both areas.

Comments of evaluator or contributor

Commendations

Recommendations

--	--

Comments of the Evaluatee

--

Signed _____

Evaluator or Contributor

Date _____

Signed _____

Evaluatee

Date _____

Summative Evaluation Form for Teachers

This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

	First	Second	Third
Date(s) of Observation(s)	_____	_____	_____
Date(s) of Conference(s)	_____	_____	_____

Ratings

Standards

1. Demonstrates Applied Content Knowledge
2. Designs and Plans Instruction
3. Creates and Maintains Learning Climate
4. Implements and Manages Instruction
5. Assesses Learning
6. Implementation of Technology
7. Reflects/Evaluates Teaching/Learning
8. Collaborates with Colleagues/Parents/Others
9. Engages in Professional Development
10. Leadership within School/Community/Profession

Exceeds	Meets	Improvement Needed	Does Not Meet

Evaluator's Comments:

Evaluatee's comments may be submitted in writing and attached to this form.

To be signed after all information above has been completed and discussed:

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Signature _____ Date _____

Evaluator: _____
 Signature _____ Date _____

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Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment
☐ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

*Any rating in the "Does Not Meet" Column requires the development of an Individual Corrective Action Plan.

**Improvement needed reflected in PGP

Individual Corrective Action Plan for Teachers

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating on the Summative Evaluation OR when an immediate change is required in behavior.

Name _____

Date _____ **Work Site** _____

Standard	*Present PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:		STATUS: Achieved ____ Revised ____ Continued ____	
_____	_____	_____	_____
(Evaluatee's Signature)	(Date)	(Evaluatee's Signature)	(Date)
_____	_____	_____	_____
(Evaluator's Signature)	(Date)	(Evaluator's Signature)	(Date)

*Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

Evaluation Appeal Form for Teachers

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____

Home Address _____

Job Title

Building

Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature

Date

Related Procedures:
03.18 AP.11, 03.18 AP.12

COUNSELOR FORMS

Professional Growth Plan for Counselors

Certified Employee _____

Prime Evaluator _____

School Year(s) _____ School/Location _____

Identified Standard: State the standard (and indicator) identified for improvement.

- | | |
|---|---|
| _____ 1. Developmental Guidance Curriculum
_____ 2. Individual/Small Group Counseling
_____ 3. Consultation/Collaboration
_____ 4. Proficiency with Assessment | _____ 5. Adheres to Professional Standards
_____ 6. Professional Leadership
_____ 7. Implementation of Technology |
|---|---|

Objective/Outcome(s): List the desired (outcome or change) to be accomplished.

This can be one of the demonstrators listed under the identified standard in the evaluation handbook.

Action Plan: Explain what activities or strategies the certified employee will use to achieve the objective(s) including Professional Development activities, evaluator assistance, college classes, professional reading, observation of master teachers, etc.

	E	M	P/C	B

Performance Appraisal and Timeline: State the method by which progress will be measured and monitored.

	E	Results exceeded desired outcome(s)
	M	Results met desired outcome(s)
	P/C	Progressing, not complete – Continuing
	B	Results were below desired outcome(s)

Certified Employee's Signature

Date

Evaluator's Signature

Observation/Conference Report for Counselors

Evaluatee _____

School/Office _____

Grade(s) or Subject(s) Taught _____

Evaluator _____ School/Office _____

Contributor _____ School/Office _____

Summary of (Check):

☐ Observation

Date and Time _____

☐ Conference

Date and Time _____

Summarize briefly those aspects of performance, which were related to the objectives, and/or overall performance, which were observed or discussed in the conference. Include, wherever possible, suggestions and recommendations that may be useful in further fuller achievements in both areas.

Comments of evaluator or contributor

Commendations

Recommendations

--	--

Comments of the Evaluatee

--

Signed _____

Evaluator or Contributor

Date _____

Signed _____

Evaluatee

Date _____

Summative Evaluation Form for Counselors

This summarizes all the evaluation data including formative data, products and performance, portfolio materials, professional development activities, conferences, work samples, reports developed and other documentation.

Evaluatee _____ **Position** _____

Evaluator _____ **Position** _____

School/Work Site _____

	First	Second	Third
Date(s) of Observation(s)			
Date(s) of Conference(s)			

Ratings

Standards

1. Developmental Guidance Curriculum
2. Individual/Small Group Counseling
3. Consultation/Collaboration
4. Proficiency with Assessment
5. Adheres to Professional Standards
6. Professional Leadership
7. Implementation of Technology

[illegible]

Evaluator's Comments:

Evaluatee's comments may be submitted in writing and attached to this form.

To be signed after all information above has been completed and discussed:

Evaluatee ☐ Agree with this summative evaluation ☐ Disagree with this summative evaluation

Signature

Date

Evaluator: _____

_____ Signature	_____ Date
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Opportunities for appeal processes at both the local and state levels are a part of the Fort Thomas School District's evaluation plan.

Employment Recommendation to Central Office:

- ☐ Meets administrator standards for re-employment
 - ☐ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9 and the local district plan.

*Any rating in the "Does Not Meet" Column requires the development of an Individual Corrective Action Plan.

**Improvement needed reflected in PGP

Individual Corrective Action Plan for Counselors

The Individual Corrective Action Plan is developed when an evaluatee receives a “does not meet” rating on the Summative Evaluation OR when an immediate change is required in behavior.

Name _____

Date _____ **Work Site** _____

Standard No.	*Present <i>PG</i> Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

(attach more pages if necessary)

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed:	STATUS: Achieved _____ Revised _____ Continued _____
_____ (Evaluatee's Signature) _____ (Date)	_____ (Evaluatee's Signature) _____ (Date)
_____ (Evaluator's Signature) _____ (Date)	_____ (Evaluator's Signature) _____ (Date)

*Professional Growth Plan Stages:

O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

Evaluation Appeal Form for Counselors

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Employee's Name _____

Home Address _____

Job Title

Building

Grade or Department

What specifically do you object to or why do you feel you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

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Employee's Signature

Date

Related Procedures:
03.18 AP.11, 03.18 AP.12

LIBRARY MEDIA SPECIALIST FORMS

Professional Growth Plan for Library Media Specialists

Certified Employee _____

Prime Evaluator _____

School Year(s) _____ School/Location _____

Identified Standard: State the standard (and indicator) identified for improvement.

- | | |
|--|---|
| _____ 1. Demonstrates Proficiency as Administrator
_____ 2. Demonstrates Proficiency as Teacher
_____ 3. Demonstrates Proficiency as Instructional Partner | _____ 4. Demonstrates Proficiency as Information Specialist
_____ 5. Demonstrates Implementation of Technology |
|--|---|

Objective/Outcome(s): List the desired (outcome or change) to be accomplished.

This can be one of the demonstrators listed under the identified standard in the evaluation handbook.

Action Plan: Explain what activities or strategies the certified employee will use to achieve the objective(s) including Professional Development activities, evaluator assistance, college classes, professional reading, observation of master teachers, etc.

	E	M	P/C	B

Performance Appraisal and Timeline: State the method by which progress will be measured and monitored.

	E	Results exceeded desired outcome(s)
	M	Results met desired outcome(s)
	P/C	Progressing, not complete – Continuing
	B	Results were below desired outcome(s)

Certified Employee's Signature

Date

Evaluator's Signature

Observation/Conference Report for Library Media Specialists

Evaluatee _____

School/Office _____

Grade(s) or Subject(s) Taught _____

Evaluator _____ School/Office _____

Contributor _____ School/Office _____

Summary of (Check):

☐ Observation

Date and Time _____

☐ Conference

Date and Time _____

Summarize briefly those aspects of performance, which were related to the objectives, and/or overall performance, which were observed or discussed in the conference. Include, wherever possible, suggestions and recommendations that may be useful in further fuller achievements in both areas.

Comments of evaluator or contributor

Commendations

Recommendations

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Comments of the Evaluatee

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Signed _____

Evaluator or Contributor

Date _____

Signed _____

Evaluatee

Date _____

Summative Evaluation Form for Library Media Specialists

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Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

	First	Second	Third
Date(s) of Observation(s)	_____	_____	_____
Date(s) of Conference(s)	_____	_____	_____

Ratings

Standards

1. Demonstrates Proficiency as Administrator
2. Demonstrates Proficiency as Teacher
3. Demonstrates Proficiency as Instructional Partner
4. Demonstrates Proficiency as Information Specialist
5. Demonstrates Implementation of Technology

Exceeds	Meets	Improvement Needed	Does Not Meet

Evaluator's Comments:

Evaluatee's comments may be submitted in writing and attached to this form.

To be signed after all information above has been completed and discussed:

Evaluatee ☐ Agree with this summative evaluation
☐ Disagree with this summative evaluation

Signature _____ Date _____

Evaluator: _____
 Signature _____ Date _____

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Date _____ **Work Site** _____

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(attach more pages if necessary)

Evaluatee's Comments:

Evaluator's Comments:

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O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

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